

AMENDED IN ASSEMBLY APRIL 6, 2010  
AMENDED IN ASSEMBLY MARCH 17, 2010  
CALIFORNIA LEGISLATURE—2009–10 REGULAR SESSION

**ASSEMBLY BILL**

**No. 1673**

---

**Introduced by Assembly Member Mendoza**  
**(Coauthors: Assembly Members *Eng*, Jones, and Torlakson)**  
(Coauthor: Senator Correa)

January 20, 2010

---

An act to add Section 52526 to the Education Code, relating to adult education.

LEGISLATIVE COUNSEL'S DIGEST

AB 1673, as amended, Mendoza. Adult education.

Existing law authorizes the governing board of any school district maintaining secondary schools to establish and maintain classes for adults, provided these classes meet specified requirements.

This bill, subject to an appropriation in the annual Budget Act or another statute for these purposes, would require the Legislative Analyst's Office, by January 1, 2012, to report to the Legislature on various issues concerning adult education program funding, as specified. *The bill would require the State Department of Education and the Chancellor of the California Community Colleges to provide data requested by the Legislative Analyst's Office for the purposes of this report, or to provide assistance to the Legislative Analyst's Office to obtain the data if the data is not readily available.*

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1     SECTION 1. The Legislature finds and declares all of the  
2 following:

3     (a) Adult education programs, offered by school districts,  
4 provide valuable educational services to a broad cross section of  
5 our population and prepare both adults and high school pupils for  
6 the workforce. These adult education programs are vital for the  
7 educational and workforce development of Californians for all of  
8 the following reasons:

9     (1) Expansion of adult basic skills: Adult schools are currently  
10 serving 306,000 adults in adult basic skills and adult secondary  
11 education courses. The State Department of Education estimates  
12 that only 8 percent of the needed courses in basic skills are  
13 currently being met by adult schools and the community colleges.

14     (2) Gaining a high school diploma: There are 5.3 million adults  
15 in California who do not have a high school diploma and 3 million  
16 who speak with limited English fluency. Additionally, almost  
17 one-third of all pupils fail to graduate from public high schools  
18 within four years and more operate at low levels of basic literacy  
19 that leave them unprepared for postsecondary education or  
20 participation in the workforce.

21     (3) Overcoming poverty: Many unemployed and underemployed  
22 adults who are affected by poverty are unable to provide the support  
23 needed to ensure that their children are ready for school. These  
24 children can impose heavy costs on taxpayers by requiring social  
25 services, in-home support, incarceration, or institutionalization.  
26 Therefore, sustaining and further developing a strong workforce  
27 preparation system should be a top priority for California.

28     (4) Education for immigrants: Immigrants are 35 percent of  
29 California's workforce, compared to 14 percent nationally.  
30 Foreign-born residents are four times less likely to have a high  
31 school diploma than native-born residents. Because this group  
32 constitutes approximately one-third of California residents over  
33 25 years of age — 8.3 million of 23 million — foreign-born  
34 residents' educational levels have a significant impact on  
35 California's educational profile, presenting challenges for the  
36 future of the economy.

37     (5) Basic skills development for parents and caregivers: Adults  
38 must gain foundational skills not only in order to be productive in

1 the workforce, but also to play key roles in their homes and  
2 communities. Parents and community members, including those  
3 not currently in the workforce, play an essential role in educating  
4 and motivating schoolage children.

5 (6) Postsecondary education and training: The Public Policy  
6 Institute of California projects that California will fail to produce  
7 enough college graduates and people with some level of  
8 postsecondary training needed to meet growing workforce training  
9 demands. Seventy-five percent of career occupations will require  
10 at least some college education, but only 61 percent of the  
11 population is projected to have this level of education.

12 (7) Training for replacing retired workers: As the highly  
13 educated baby boom generation retires in the period between 2011  
14 to 2029, inclusive, it will be replaced in the workforce by  
15 individuals who are currently 18 to 44 years old, inclusive. Of the  
16 5.3 million adults who lack a high school diploma, 2.9 million, or  
17 53 percent, are 18 to 44 years of age, inclusive. This is the critical  
18 population that will replace the baby boom population in the  
19 workforce over the next 20 years. In addition, there are nearly 3.8  
20 million Californians between 18 to 44 years of age, inclusive,  
21 whose highest level of education is a high school diploma or  
22 equivalent.

23 (8) Career technical education: The need for career technical  
24 education (CTE) services is crucial if California is to maintain a  
25 strong economy. In 2008, 178,000 adults participated in CTE  
26 through adult education programs. Of these, over 72,000 adult  
27 students were economically disadvantaged, and over 14,000 were  
28 limited English proficient. Adult education plays a key role in local  
29 workforce development. As recipients of federal Workforce  
30 Investment Act of 1998 funds and Perkins loan funds, adult  
31 education is deemed a mandated partner in the Workforce  
32 Investment Act of 1998 one-stop delivery system. Because adult  
33 education CTE programs range from entry-level employment  
34 training opportunities to more advanced technological or medical  
35 career technical training programs, it is important for these  
36 programs to be maintained.

37 (b) Given the state's budget crisis and the ability of school  
38 districts to use categorical program funds in a flexible manner, the  
39 Legislature is interested in better understanding how adult  
40 education programs have been funded in the prior two fiscal years,

1 and to better understand how reductions in existing adult education  
2 programs have affected adult education students. This data is  
3 critical to inform policy decisions when the categorical flexibility  
4 statutes sunset at the end of the 2012–13 fiscal year.

5 SEC. 2. Section 52526 is added to the Education Code, to read:

6 52526. (a) Subject to an appropriation for these purposes in  
7 the annual Budget Act or another statute *and to the extent that*  
8 *valid information and data are available*, the Legislative Analyst's  
9 Office shall provide a report to the Legislature by January 1, 2012,  
10 for the 2008–09, 2009–10, and 2010–11 fiscal years, inclusive,  
11 and where available, projected school district budget actions for  
12 the 2011–12 fiscal year, on all of the following:

13 (a)

14 (1) The aggregate amounts and percentage of categorical funds  
15 from adult education that have been diverted for purposes other  
16 ~~than adult education, and the total amount of categorical funds~~  
17 ~~diverted from adult education for the purposes of supporting the~~  
18 ~~school district's general fund.~~ *than adult education, and the*  
19 *programs, including a school district's general fund, to which*  
20 *those funds were transferred.*

21 (b)

22 (2) Which, if any, adult education course offerings have been  
23 reduced or eliminated due to diversion of adult education funds.

24 (c)

25 (3) The number of adult students, by district, and a demographic  
26 breakdown of these students, that were unable to enroll in adult  
27 education courses due to a reduction of program offerings or  
28 increased fees, or both.

29 (d)

30 (4) The number of adult education programs that have been  
31 discontinued in the 2009–10 or 2010–11 fiscal year, or are  
32 projected to be discontinued in the 2011–12 fiscal year due to adult  
33 education program funds being transferred.

34 (e)

35 (5) In the case of an adult education program that has been  
36 discontinued, the location of any federal Perkins loan funds and  
37 Workforce Investment Act of 1998 funds that are being used by  
38 school districts.

39 (f)

1 (6) Whether school districts are charging fees for courses to  
2 replace funds that have been diverted from adult education, and  
3 which courses are now fee-based.

4 ~~(g)~~

5 (7) A comparison of the ratio of programmatic increases in  
6 community college credit programs to community college noncredit  
7 programs.

8 ~~(h)~~

9 (8) A comparison of the ratio of programmatic decreases in  
10 community college credit programs to community college noncredit  
11 programs.

12 ~~(i)~~

13 (9) Growth in private technical schools, by geographic region,  
14 and a measurement, if applicable, of the equivalent reduction in  
15 adult education career technical programs.

16 ~~(j) The impact on local employers resulting from fewer adult~~  
17 ~~education students receiving training from career programs in adult~~  
18 ~~schools due to program cuts, if applicable.~~

19 *(b) The department and the Chancellor of the California*  
20 *Community Colleges shall provide data requested by the*  
21 *Legislative Analyst's Office for the purposes of the report required*  
22 *pursuant to subdivision (a), or shall provide assistance to the*  
23 *Legislative Analyst's Office to obtain the data if the data is not*  
24 *readily available.*